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ABSTRACT

Personal involvement in the nature of world health and solutions to world health problems are emphasized in this prototype curriculum for grades 4-6. It is designed to provide an awareness that eliminating world health hazards helps to prctect people everywhere. Specific curriculum content studies: (1) people, places, and health (world health activities and the United Nations International Children's Emergency Fund), (2) the World Health Organization, and (3) the health of children throughout the world. Appended material includes bibliographies of multimedia resources for teachers and students. This publication is one in a series of health curriculum materials devoted to environmental and community health (Strand IV). Four other strands deal with physical and mental health, sociological health problems, and educaticn for survival. The format consists of four columns intended to provide teachers with: (1) a basic content outline, (2) major understandings and fundamental concepts, (3) teaching aids and learning activities, and (4) information about resource materials, sources, and personnel. Because of the comprehensive nature of the total curriculum, teachers are advised to become familiar with all strands presently in print. Related documents in Strand IV are ED 037 738-9, ED 049 477-8, and SE 016 280-6. (BI)

ED 077727

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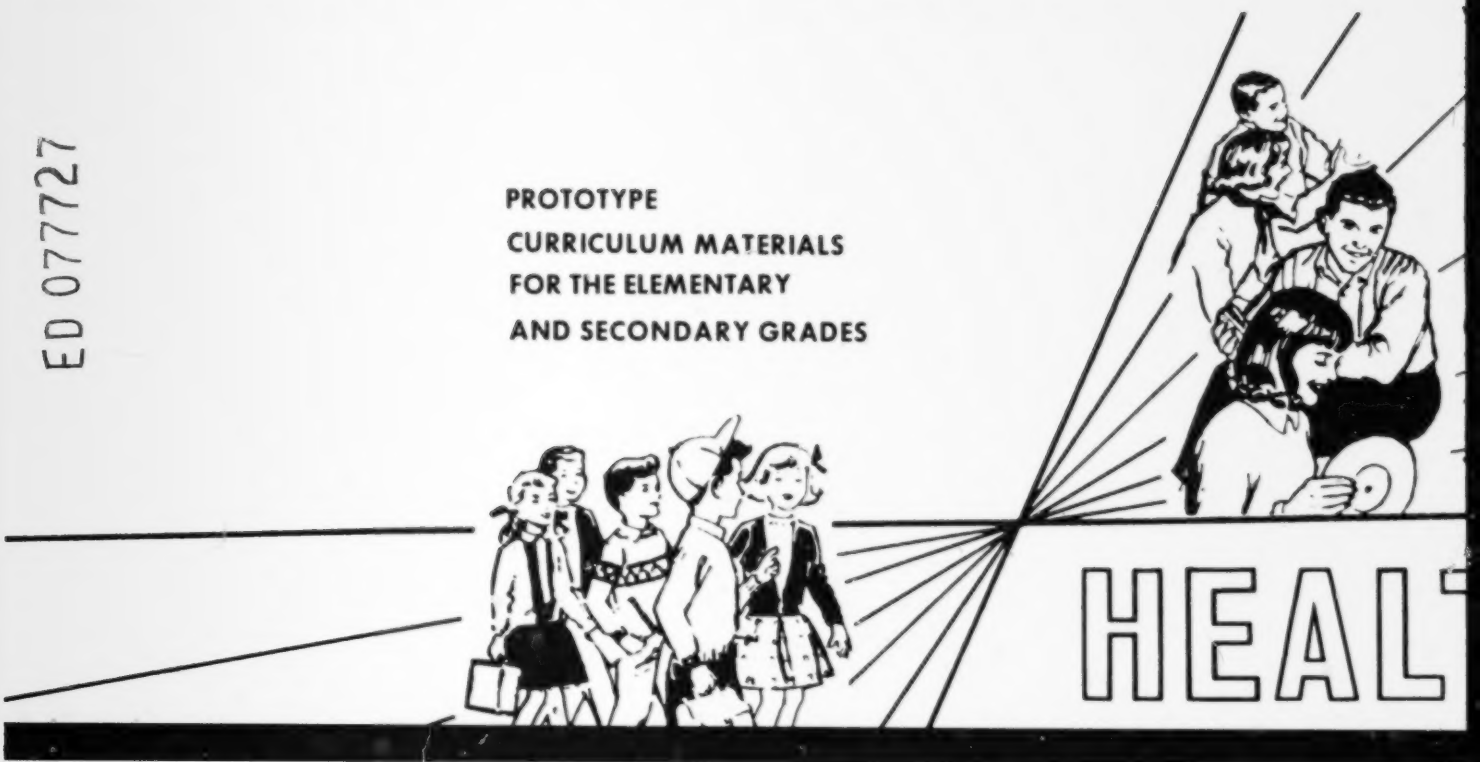

HEALT

GRADES 4-6

STRAND IV ENVIRONMENTAL AND COMMUNIT

WORLD HEALTH

SPECIAL EDITION FOR EVALUATION AND DISCUSSION

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT / ALBANY, NEW YORK 12224 / 19

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PROTOTYPE
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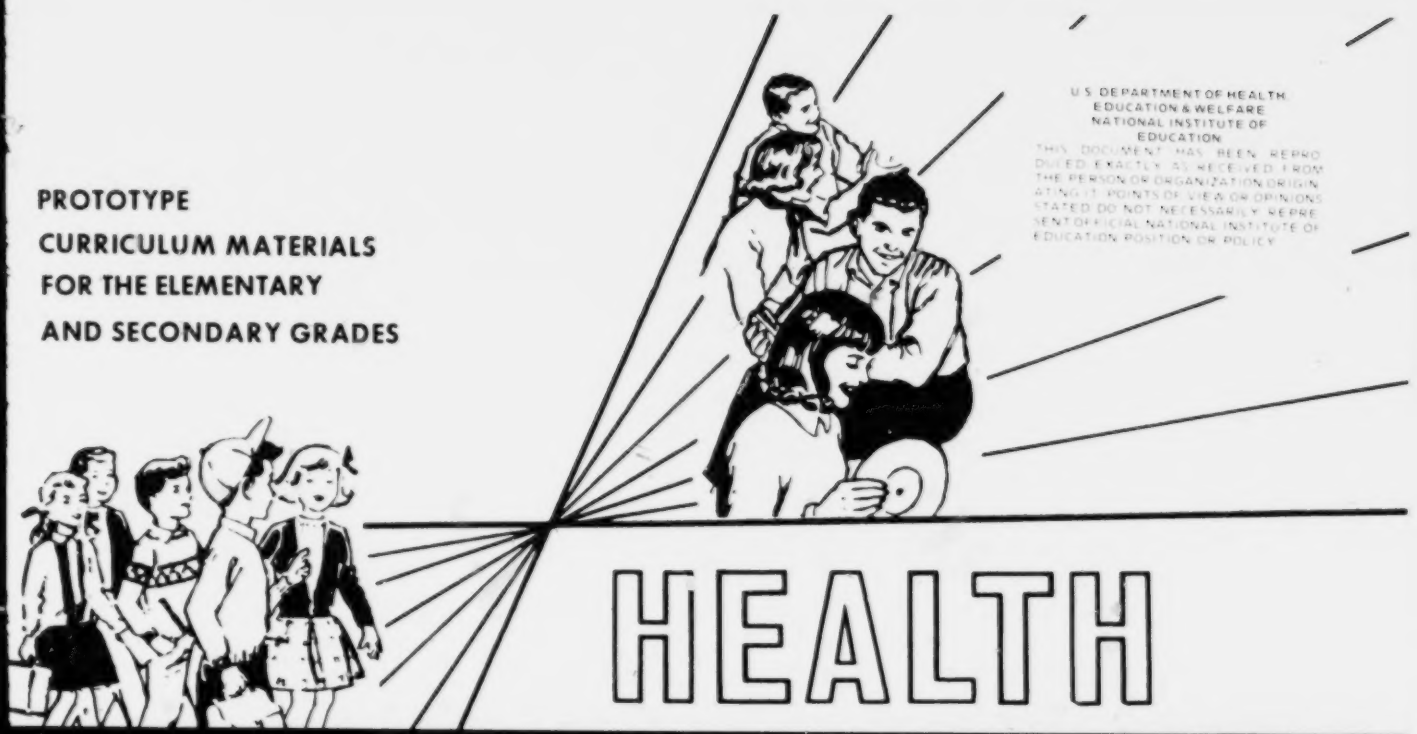

HEALTH

DES 4-6

IV ENVIRONMENTAL AND COMMUNITY HEALTH

WORLD HEALTH

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STRAND IV

ENVIRONMENTAL AND COMMUNITY HEALTH

WORLD HEALTH

Grades 4, 5, 6

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
Bureau of Elementary Curriculum Development/Albany, New York 12224

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STRAND IV
ENVIRONMENTAL AND COMMUNITY HEALTH

WORLD HEALTH
Grades 4, 5, 6

OVERVIEW

Through the cooperative efforts of the World Health Organization, nations have attempted to find solutions to the major health problems of the world today. Much has been accomplished since the WHO was established in 1948, but much is still to be done.

Some of the contributing factors related to the control of the world's major health problems include (1) population increases, (2) lack of education, (3) cultural traditions, and (4) increased numbers of people traveling. Programs have been implemented on a world-wide basis to prevent or control:

1. Communicable Diseases, e.g., malaria
2. Nutritional Deficiencies, e.g., kwashiorkor
3. Enteric Conditions, e.g., diarrhea
4. Mental and Emotional Disorders

It is important, more so today than at any other time in man's history, that children and youth become increasingly aware of the "health make-up" of the world. It is equally important that children, through direct experiences whenever possible, and through contrived experiences, become personally involved in the nature of world health and the solutions to world health problems. They must be made aware that eliminating world health hazards helps to protect people everywhere.

STRAND IV
ENVIRONMENTAL AND COMMUNITY HEALTH

WORLD HEALTH

Grades 4, 5, 6

OBJECTIVES

Pupils in grades 4, 5, 6 should:

- understand the nature and extent of the health problems of the world
- become familiar with the organized efforts to control or prevent the more serious health problems
- appreciate the relationship between the technological level of a nation and the extent and kinds of health problems present
- understand the relationship of the educational level of the people and the geographic location of a nation to the kinds of health problems most likely to occur
- know, understand, and appreciate the importance for international cooperation in raising the level of health of all people in the world
- understand the nature and role of children and youth in improving health levels throughout the world.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEM F
I. People, Places and Health	The health status of a nation is influenced by the nation's geographic location and the nature of its people.	Invite a WHO representative, Peace Corps volunteer or other person who has traveled extensively and worked directly with many different people throughout the world. Have him discuss his experiences as they relate to the health of pupils.	Before t strand become materia the vari health is stro those ma through and Wor zations to: Am Health Health Broadwa
A. World health activities	The health of people throughout the world has been improving during the past 20 years because of: - international understandings and cooperation - exchange of health knowledge and people with professional health training - availability of improved health services to more people	Perhaps there are pupils in the class or in other classes who have traveled extensively, and would like to talk about their experiences. Some things which might be relevant to this discussion would include: - cultural differences and their effect on world health - kinds of health practices---facilities and personnel - kinds and extent of health problems	World h and prog account aspects problem as well nature other f have an kinds a health exist. whether example, unusual a given geograph incidenc in a giv helps t

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
The health status of a nation is influenced by the nation's geographic location and the nature of its people.	Invite a WHO representative, Peace Corps volunteer or other person who has traveled extensively and worked directly with many different people throughout the world. Have him discuss his experiences as they relate to the health of pupils.	Before beginning this strand the teacher should become familiar with the materials and functions of the various international health organizations. It is strongly urged that those materials available through the United Nations and World Health Organizations be secured. Write to: American Public Health Association, World Health Documents, 1740 Broadway, New York 10019.
The health of people throughout the world has been improving during the past 20 years because of: - international understandings and cooperation - exchange of health knowledge and people with professional health training - availability of improved health services to more people	Perhaps there are pupils in the class or in other classes who have traveled extensively, and would like to talk about their experiences. Some things which might be relevant to this discussion would include: - cultural differences and their effect on world health - kinds of health practices---facilities and personnel - kinds and extent of health problems	World health activities and programs must take into account all the major aspects of health programs; problems, and solutions as well as the cultural nature of the nation, and other factors which may have an influence on the kinds and extent of the health problems which exist. We need to know whether the disease, for example,is epidemic (an unusual number of cases in a given time), pandemic, (a geographically wide high incidence normally found in a given area). This helps to dictate the

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SU
1. need	Within the past 20 years, many countries and groups of countries have recognized the need for health campaigns on a world wide scale. As a result of this need, many agencies have been organized.	Have each member of the class, or small committees, establish correspondence with students in other lands. Exchange ideas relative to: - health education practices of various kinds (health topics that pupils are studying, and) - printed materials in health. As a class project, children may paint a mural about the evolution of health practices in a particular country.	
2. organizations	For example: - World Health Organization - United Nation's Children's Fund - Food and Agriculture Organization		
3. international cooperation	Very early in man's history, there was an attempt to solve major health problems through	Study and compare the efforts of the early Hebrew, the early Roman, and the early Greek	

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		seriousness of the problem and the nature of the programs which are needed.
Within the past 20 years, many countries and groups of countries have recognized the need for health campaigns on a world wide scale. As a result of this need, many agencies have been organized.	Have each member of the class, or small committees, establish correspondence with students in other lands. Exchange ideas relative to: - health education practices of various kinds (health topics that pupils are studying, and) - printed materials in health. As a class project, children may paint a mural about the evolution of health practices in a particular country.	As a result of jet travel a person can touch down on 4 continents in 24 hours. A disease can be unknowingly transported thousands of miles from its original source.
For example: - World Health Organization - United Nation's Children's Fund - Food and Agriculture Organization		
Very early in man's history, there was an attempt to solve major health problems through	Study and compare the efforts of the early Hebrew, the early Roman, and the early Greek	During the 19th century, the major aim of world cooperation was to halt the terrifying epidemics

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPL
	group effort.	societies attempts to control health problems. a. How were their efforts similar? Different? b. Compare their concepts of disease - other health problems.	of ch throu rest key m epido quara effe
	Communicable diseases were the greatest killers of early civilized man.	Develop a display of the Parke Davis Company's paintings by Robert Tom on the "Great Moments in Medicine." a. Discuss what each illustrates. b. How did man learn to control disease? c. What were world concerns? How were they solved?	Inter in pu neede the m but t advan level natio esser of th lems for e menta
	Success in raising the level of health of all people in the world is dependent upon each nation's cooperation with other nations.	Write to the World Health Organization for information on world health programs and problems. These materials may become a part of the resource materials for others. Have the class make a bulletin board display showing a listing of the international organizations; what these	(See stran

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
group effort.	societies' attempts to control health problems. a. How were their efforts similar? Different? b. Compare their concepts of disease - other health problems.	of cholera that raged throughout Europe and the rest of the world. The key measure to combat these epidemics was crude quarantine that was rarely effective.
Communicable diseases were the greatest killers of early civilized man.	Develop a display of the Parke Davis Company's paintings by Robert Tom on the "Great Moments in Medicine." a. Discuss what each illustrates. b. How did man learn to control disease? c. What were world concerns? How were they solved?	International cooperation in public health is still needed not only to protect the more advanced nations but to enable those less advanced to raise their level of health. International cooperation is essential to solve some of the major health problems which still exist, for example - heart disease, mental health, nutrition.
Success in raising the level of health of all people in the world is dependent upon each nation's cooperation with other nations.	Write to the World Health Organization for information on world health programs and problems. These materials may become a part of the resource materials for others. Have the class make a bulletin board display showing a listing of the international organizations; what these	(See Section II of this strand)

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUP
		organizations are doing. Include how they may cooperate with each other and how their success is dependent upon the cooperation of countries and people. (This display may become a part of a larger display which could include materials from these agencies - books, pictures, etc.)	
4. scope of world health problems	The nature of a health problem will vary with the nature of the country and its geographic location.		
	Many conditions exist in underdeveloped parts of the world because of inadequate: - education of the masses - technology - population controls - finances	Invite a public health official to class to discuss how we deal with raising the health level of the American people. - How does this differ from other countries? - Ask how young people contribute to the health level of a community. - Why are communicable diseases under control in the U. S. when they are major problems in many parts of the world?	Imp hea dep the doc hea are few une Afr ent onl Som pro giv out

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
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OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPL
		On an outline map, shade the countries where people live mainly on tuberous plants (manioc, cassava, yams, plantains) or cereals like corn. Have the class find out what other plants could be raised to supply necessary protein. Make a list of other sources of protein which might be considered.	1. ma of in ar Ma er pa an Af th un ad
		As a class project, have children make a map of the areas of the world where malaria is a big health problem. Have them indicate places where successful attempts to control malaria have been made. This could be done for the study of other health problems including tuberculosis, yaws, and leprosy.	2. sm st in 3. ya ha co 4. ch be an It sa a by sa el wo
	Communicable diseases in most developed nations seem to be under control.	See Strand I: Disease Prevention and Control.	5. en in fo of fi ad av of in
	The scope of world health problems is not limited to disease alone, but cuts across every aspect of life in every culture	Show and discuss an appropriate movie on disease.	

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	On an outline map, shade the countries where people live mainly on tuberous plants (manioc, cassava, yams, plantains) or cereals like corn. Have the class find out what other plants could be raised to supply necessary protein. Make a list of other sources of protein which might be considered. As a class project, have children make a map of the areas of the world where malaria is a big health problem. Have them indicate places where successful attempts to control malaria have been made. This could be done for the study of other health problems including tuberculosis, yaws, and leprosy.	1. malaria --- 79 percent of the people living in originally malarious areas are now protected. Malaria has been eradicated from large parts of Asia, America and all of Europe. In Africa, however, more than half the children under 3 and nearly all adults are affected. 2. smallpox --- there are still about 90,000 cases in the world. 3. yaws -- WHO and UNICEF have been successfully combating this disease. 4. cholera --- there has been a recent flareup and a threat to Europe. It is bred by poor sanitation, poverty, and a lack of understanding by the people. Improved sanitation would probably eliminate cholera in the world.
Communicable diseases in most developed nations seem to be under control. The scope of world health problems is not limited to disease alone, but cuts across every aspect of life in every culture	See Strand I: Disease Prevention and Control. Show and discuss an appropriate movie on disease.	5. environmental health --- in hospitals one bed in four is occupied because of impure water or other filth-bred diseases; adequate water is not available to 90 percent of the people of developing nations.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPL
	and every age.	Suggestions: 1. "Germs and What They Do" (Coronet) 2. "The Battle Against Disease" 3. "Your Health: Disease and Its Control" 4. "Infectious Diseases and Man-Made Defenses"	
		Pupils may wish to investigate health status in various parts of the world; the kinds of problems which exist, the kinds and extent of internal programs, and international cooperation. Use as basic resource the materials from the WHO. Individuals in the class may wish to write to the ministers of health of a particular country for more detailed information.	When disea fecte prob suppl solve progr entir neces
	In order to improve world health status it is essential to have international agencies to plan and conduct health programs to combat disease, poverty, and malnutrition.	Research and independent study projects. Compare how health levels are maintained in various countries. (WHO Publications from regional offices may be helpful. For example, "Album of Europe" "Health in Focus" and "WHO in Africa.")	

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In order to improve world health status it is essential to have international agencies to plan and conduct health programs to combat disease, poverty, and malnutrition.	Research and independent study projects. Compare how health levels are maintained in various countries. (WHO Publications from regional offices may be helpful. For example, "Album of Europe" "Health in Focus" and "WHO in Africa.")	

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B. United Nations International Children's Emergency Fund	UNICEF provides activities to improve the health status of children throughout the world. UNICEF is the only branch of the United Nations devoted exclusively to the welfare of children.	Discuss the "trick or treat" activity for UNICEF. - How effective is it? - Is this a worthwhile activity for children? Why? - How much is raised? - What do the funds provide for other children? Write to UNICEF for movies and other materials on the organization. Use as a part of class discussion. The United States Committee for UNICEF publishes a series of books entitled Hi Neighbor. These books give information about the children in other parts of the world whom UNICEF is helping; the stories they enjoy, their games, songs, dances, and the things they study in school. The book also gives information about the UNICEF projects in each of the countries. For UN Day programs or Brotherhood Week celebrations a great deal of adaptable material is available. Activities are included that include history and customs of the countries helped by UNICEF.	The W other organ the h the w which of WH (Food Organ signi is th nutri child UNICE 1946 measu of wa 1953, of th chang Natio voted

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
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OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUP
		The pupils may learn the dances described in the books and can make the various articles that children in these other countries learn to make. Recipes are available for simple foods that the children can prepare. Have the children make a "friendship road around the world" learning all they can about children in other parts of the world. Hi Neighbor records are available from the U.S. Committee for UNICEF. The children may learn the songs and the folk dances. With scraps of material, the children can dress dolls in the costumes of various countries. Pipe cleaner dolls in national dress may be used in dioramas. A 35-frame colored filmstrip "A Trip With UNICEF" is available from the U.S. Committee on	

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		UNICEF. Identification games using cities, peoples, languages, and products may be useful for increasing familiarity with a country or region. Have the children write reports about the artists, scientists, writers, statesmen, or other outstanding figures of any country helped by UNICEF.	
	Success of UNICEF's early work has led to the expansion of its activities to include all things affecting the health of children.	Some of the books written by Dr. Tom Dooley (although not specifically about UNICEF) may give pupils more insight into world health problems, especially as they relate to children. How does the work of MEDICO compare with UNICEF and WHO?	UNICE help t world, underd UNICE - wor hea dis pro - con dru cat - pro oth all nut of - org for hel

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OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLE
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II. The World Health Organization	The World Health Organization is a specialized agency of the U.N. composed of over 130 member nations.	Have class develop, either individually or as a class project, a table indicating the work of the World Health Organization and the countries in which major programs have been established.	The W tion speci Unite
A. What it does	The purpose of the World Health Organization is to protect and promote the health of all people.		Its t - pr se - gi co - co he
			It re money of me

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		related to health, and - cooperating with other international agencies in providing medical, nutritional, and other supplies This organization is financed completely by voluntary contributions from various countries. Any help that it may give to the children is rendered only at the request of the government of that country.
The World Health Organization is a specialized agency of the U.N. composed of over 130 member nations.	Have class develop, either individually or as a class project, a table indicating the work of the World Health Organization and the countries in which major programs have been established.	The World Health Organization was established as a specialized branch of the United Nations in 1948.
The purpose of the World Health Organization is to protect and promote the health of all people.		Its tasks are to: - provide world wide services - give aid to all countries, and - conduct international health research. It receives its operational money from contributions of member nations.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEM F
B. Role in solving world health problems			
1. services	The work of WHO can be described as: - worldwide services - aid to specific nations - medical research	Have pupils list and discuss health activities on an international co-operative basis which would fall in each of the three basic tasks of WHO. - How do young people relate to these problems and programs? - What other kinds of programs are needed?	The mai the Wor tion is Switzer that th assembl to plan activit ing yea The wor the WHO - quara - inter - contr drugs Service countri concern - disea - envir - publi Medical third m WHO, co into th disease necessi researc 1. canc 2. card 3. popu

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
The work of WHO can be described as: - worldwide services - aid to specific nations - medical research	Have pupils list and discuss health activities on an international co-operative basis which would fall in each of the three basic tasks of WHO. - How do young people relate to these problems and programs? - What other kinds of programs are needed?	The main headquarters of the World Health Organization is located in Geneva, Switzerland. It is here that the general health assembly needs once a year to plan programs and activities for the following year. The world wide services of the WHO include: - quarantine - international standards - control of dangerous drugs Services to individual countries are mainly concerned with: - disease control - environmental health - public health services Medical research, the third major task of the WHO, continues its research into the communicable diseases but has, by necessity, expanded its research to include: 1. cancer 2. cardiovascular diseases 3. population problems

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUP
2. personnel	Much of the work of the international agencies include and involve children and youth.	Have class describe, discuss and debate the role of children in solving health problems and in developing newer and better ways of living.	
C. Goal 1. objective	WHO's objective is the attainment by all people of the highest possible level of health.	- Relate to UNICEF. How have children helped this organization? What does UNICEF do? What does it mean? - Refer to the letters the class has been writing to children of other countries. How do projects like these help to improve the health of children? Have we learned from our pen pals? How?	
2. reaching the objective	The work of the World Health Organization is broad and complex.	Make a display of the major work of the World Health Organization using pictures, etc., to illustrate its work. Children may use pictures of a public health nurse working with a family, combating air pollution or other environmental health problems; scientists working in a laboratory or in the jungles, etc.	In s of t zati 1. p 2. a 3. c 4. m h 5. e 6. i 7. c 8. q 9. m

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
Much of the work of the international agencies include and involve children and youth. WHO's objective is the attainment by all people of the highest possible level of health.	Have class describe, discuss and debate the role of children in solving health problems and in developing newer and better ways of living. - Relate to UNICEF. How have children helped this organization? What does UNICEF do? What does it mean? - Refer to the letters the class has been writing to children of other countries. How do projects like these help to improve the health of children? Have we learned from our pen pals? How?	
The work of the World Health Organization is broad and complex.	Make a display of the major work of the World Health Organization using pictures, etc., to illustrate its work. Children may use pictures of a public health nurse working with a family, combating air pollution or other environmental health problems; scientists working in a laboratory or in the jungles, etc.	In summary, the major work of the World Health Organization includes: 1. public health services 2. assistance to countries 3. combating disease 4. maternal and child health 5. environmental health 6. international standards 7. control of dangerous drugs 8. quarantine 9. medical research

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLE
D. Its make-up			
1. main bodies	There are three main bodies of the World Health Organization: 1. World Health Assembly 2. Executive Board 3. Secretariat	Make a chart of the structure of the WHO. Compare WHO with other organizations you are familiar with. Take a trip to the local health department. - How is it organized? - What is it trying to accomplish? - How does its structure and work compare with that of the World Health Organization?	The ma World are: 1. The Ass of ing Thi thr a y the int pol and 2. The mad exp mee mak to the nec act 3. The sta peo nur Thi bod
2. regional offices	The World Health Organization has six regional offices located throughout the world which deal directly with the health problems of their region.	Obtain or make a map of the world. Locate the various regional offices. - What are the major health problems for this region?	The Wo tion h fices more e tive. locate

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
There are three main bodies of the World Health Organization: 1. World Health Assembly 2. Executive Board 3. Secretariat	Make a chart of the structure of the WHO. Compare WHO with other organizations you are familiar with. Take a trip to the local health department. - How is it organized? - What is it trying to accomplish? - How does its structure and work compare with that of the World Health Organization?	The main bodies of the World Health Organization are: 1. The World Health Assembly which consists of delegates representing the member states. This body meets for a three-week period, once a year, to decide on the organization's international health policies, regulations, and budget. 2. The Executive Board made up of 24 health experts. This group meets twice a year. It makes recommendations to the assembly and has the power to take necessary emergency actions, and, 3. The Secretariat with a staff of over 3,000 people --- doctors, nurses, engineers, etc. This is the "working" body of the organization.
The World Health Organization has six regional offices located throughout the world which deal directly with the health problems of their region.	Obtain or make a map of the world. Locate the various regional offices. - What are the major health problems for this region?	The World Health Organization has six regional offices which make its work more efficient and effective. These offices are located at:

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPP
		- Do other regions have similar problems? - What kinds of solutions are being tried?	1. F 2. W 3. M A 4. C h 5. A h 6. M p
III. The Health of Children Throughout the World	One half of the world goes to bed hungry.	How has UNICEF attempted to solve this problem? What other international organizations are also active in alleviating hunger? Class may wish to investigate the possibilities of "adopting" a child from a foreign land as a class project.	Kwas diet in t by a of p duri chil nutr heal comm amon the of t grow whil ---u year year defi rich dren beca of r not prot

NT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		- Do other regions have similar problems? - What kinds of solutions are being tried?	1. Brazzaville for Africa 2. Washington for America 3. New Delhi for Southeast Asia 4. Copenhagen for all of Europe 5. Alexandria for the Eastern Mediterranean 6. Manila for the Western Pacific
Children World	One half of the world goes to bed hungry.	How has UNICEF attempted to solve this problem? What other international organizations are also active in alleviating hunger? Class may wish to investigate the possibilities of "adopting" a child from a foreign land as a class project.	Kwashiorkor is the leading dietary deficiency disease in the world. It is caused by a lack of proper amount of protein in the diet during infancy and early childhood. Inadequate nutrition contributes to health problems, along with communicable diseases, among children throughout the world. Most children of the developing nations grow and develop well while they are breast fed ---usually during the first year. After the first year, they are given a diet deficient in protein but rich in starch. Most children develop Kwashiorkor because, during the period of rapid growth, they do not receive a diet rich in protein.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEME FO
A. In America	The children in America are the healthiest of any children throughout the world in a country of equal size.	Have the class investigate and compare the major health problems of children of America with Ghana or some other developing nation. a. What are our major health problems? How do they compare with children of other countries? b. Why is there a difference? c. How can we help other children?	
	Although there are many health problems which are peculiar to children in America, most of these are being given some attention.	Have children bring in newspaper or magazine articles that deal with hunger and poverty in this country. As part of class discussion, the youngsters may decide on some practical measures to help combat this problem.	
B. In other lands	Protein-calorie deficiency, affecting mainly infants and young children, exists today in economically underdeveloped nations.	Have the class go to the library and study: - the nutritional problems of children in Ghana; in the United States - how the United States handles this problem;	Children victims condition communica spread by water, e intestina malaria,

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
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Although there are many health problems which are peculiar to children in America, most of these are being given some attention.	Have children bring in newspaper or magazine articles that deal with hunger and poverty in this country. As part of class discussion, the youngsters may decide on some practical measures to help combat this problem.	
Protein-calorie deficiency, affecting mainly infants and young children, exists today in economically underdeveloped nations.	Have the class go to the library and study: - the nutritional problems of children in Ghana; in the United States - how the United States handles this problem;	Children are generally the victims of unsanitary conditions. They contact communicable diseases spread by contaminated water, etc. Gastro-intestinal diseases, malaria, and forms of

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPP
	The WHO, UNICEF, and others are taking a more active role in helping the children of the world to live a healthy and active life.	how effective are our poverty programs other things we do to help children grow and develop normally	bli and yea The org int in bet chi
		There has been much written in some of the popular magazines in recent years. Check the Guide to Periodic Literature for the most recent information.	

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
The WHO, UNICEF, and others are taking a more active role in helping the children of the world to live a healthy and active life.	how effective are our poverty programs other things we do to help children grow and develop normally There has been much written in some of the popular magazines in recent years. Check the Guide to Periodic Literature for the most recent information.	blindness affect infants and children in the early years of life. The international organizations have begun to intensify their efforts, in recent years, to insure better health for all children in all nations.

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